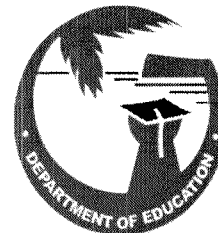




DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT



www.gdoe.net
500 Mariner Ave., Barrigada, Guam 96913
Telephone: (671)475-0462 or 300-1547/1536 • Fax: (671)472-5001
Email: jonfernandez@gdoe.net

JON J. P. FERNANDEZ
Superintendent of Education

June 7, 2016

MEMORANDUM

33-16-1711

TO: Legislative Secretary,
33rd Guam Legislature

FROM: Superintendent of Education,
Guam Department of Education

SUBJECT: Transmittal of Petition, Resolution, and Class Standards
RE: Creation of Position - Educational Interpreter Series

Hafa Adai! The Guam Education Board, at its meeting on February 24, 2016, approved by Resolution (No. 2016-03) the creation of position in the classified service for the Educational Interpreter Series of Position as follows:

- Educational Interpreter I at Pay Grade H
- Educational Interpreter II at Pay Grade J
- Educational Interpreter III at Pay Grade K

This action is pursuant to 4 GCA, Chapter 6, §6303(d)(2) and §6303.1. A copy of the Department of Administration, Human Resources Manager Memorandum, Superintendent's Petition, the GEB Resolution, and the established class standards are attached for your records.

Should you have any questions, please contact Ms. Antonette Muna Santos, Personnel Services Administrator at 300-1611/1613.

Senseramente,

[Signature]
JON J.P. FERNANDEZ

1711

Attachments *ll*

2016 JUN 21 AM 8:18

[Handwritten mark]

Office of Senate The Bureau

RECEIVED

ca
INITIAL

6/8/16
DATE

12:05 p

Office of the Speaker
Judith T. Won Pat, Ed.D

Date: 6/15/16
Time: 5:25 pm
Received By: *[Signature]*

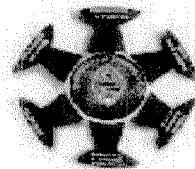


Eddie Baza Calvo
Governor
Ray Tenorio
Lieutenant Governor

GOVERNMENT OF GUÁHAN
(GUBETNAMENTON GUÁHAN)

DEPARTMENT OF ADMINISTRATION
(DIPATTAMENTON ATMENESTRASION)

HUMAN RESOURCES DIVISION
(Dibision Inadilanto Yan Guinaha Para Taotao)
Post Office Box 884 * Hagátña, Guam 96932
TEL: (671) 475-1132/1288 * FAX: (671) 477-3671



Christine W. Baletto
Acting Director
Anisia B. Terlaje
Deputy Director

12 APR 2016

HRD NO.: OG-16-275

MEMORANDUM

To: Superintendent of Education, Department of Education
From: Human Resources Manager, Human Resources Division
Subject: Department of Education Creation
RE: Educational Interpreter Series of Position

Buenas yan Háfa Adail This is written in response to your memorandum dated March 4, 2016, submitting three (3) newly created positions at the Department of Education (DOE) which were approved by the Guam Education Board under Resolution Number 2016-03 dated February 24, 2016. In accordance with said Resolution, DOE has met the requirements mandated by 4 GCA §6303, Creation of Positions, written public comments were received in support of the creations.

Accordingly, pursuant to 4 GCA §4101.1(d), we have assigned the following Class Codes and have placed it in the government of Guam's Classification and Compensation Class List as follows:


Educational Interpreter I – **Class Code No.: 3.494**
Category IV: Professional & Para-professional Social Services, Education and Related
Sub-Category E: General Education

Educational Interpreter II – **Class Code No.: 3.495**
Category IV: Professional & Para-professional Social Services, Education and Related
Sub-Category E: General Education

Educational Interpreter III – **Class Code No.: 3.496**
Category IV: Professional & Para-professional Social Services, Education and Related
Sub-Category E: General Education

Should you have any questions or require additional information, please contact our Classification and Pay Branch at 475-1219/1131/1201/1264.

Dăngkolo na Agradesimiento!


SHANE G.L. NGATA



**DEPARTMENT OF EDUCATION
OFFICE OF THE SUPERINTENDENT**

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JON J. P. FERNANDEZ
Superintendent of Education

October 15, 2015

MEMORANDUM

TO: Chairman, and Members of the Guam Education Board
FROM: Superintendent of Education
SUBJECT: Creation of Position Petition
Re: Educational Interpreter I, II, and III Series of Position

Buenas yan Hafa Adai! This is to request your approval to establish the Educational Interpreter Series of Position in the classified service pursuant to Title 4 Guam Code Annotated, Chapter 6, § 6303(d) – Creation of Positions in the Autonomous Agencies and Public Corporations. The primary purpose of the Educational Interpreter position is to use sign language, cued speech, or oral modes of communication to convey all auditory information to students who are deaf or hard-of-hearing using the visual communication mode best understood by the student and to provide vocalization of the communications from the deaf and hard-of-hearing students. Copies of the proposed job standards for your review and approval are attached.

The position is being created in accordance with all requirements stated under 4 GCA, Chapter 6, § 6303(d) as follows:

- (A) **The justification for the new position:** The Department of Education recognizes the need to develop a career civil service position with the appropriate minimum qualification requirements and pay that is competitive and commensurate with the primary duties and responsibilities of the job. Currently, eleven school aides with sign language skills and experience are being tasked to assist the educational team in educating and communicating with students who are deaf and hard-of-hearing. It is anticipated that upon establishment of the series of position, the eleven school aides and four new positions will be filled using local funds.
- (B) **The essential details concerning the creation of position:** The position description submitted by the Special Education Division (SPED) was utilized to begin the development of the proposed job standards. In addition, a job analysis study was conducted to determine the essential functions of the proposed Educational Interpreter position and the relevant knowledge, skills, abilities and other characteristics important for success on the job. The job analysis results were used to shape the proposed standards and to determine the proposed minimum qualification requirements for the job. Input was received from the Assistant Superintendent of SPED, the School Program Consultant overseeing the Deaf and Hard-of-Hearing program, the Project Team consisting of SPED Teachers and School Aides, and the Department of Administration. The attached Human Resources Division Staff Report documents the study results and references.
- (C) **An analysis of the similarities and differences between the position to be created and positions listed pursuant to 4 GCA § 4101.1(d):** Section 4101.1(d) refers to the government of Guam Classification Plan which lists all established civil service positions

(and their pay grade) actively being utilized by the Department of Administration. There are no existing positions in the government of Guam Classification Plan that duplicate the major duties and responsibilities of the proposed position. The primary duty of the School Aide position (which has been used as an interim interpreter position) is to perform complex para-professional work in educational activities requiring knowledge of the basic principles and practices of educational psychology and human growth and development. Although the School Aide position may be utilized to provide special services for students with special needs, there is no current requirement and/or career opportunity for progressively responsible work experience and proficiency in meeting and maintaining stringent educational interpreting/transliterating standards. The new interpreter positions are anticipated to be established under the Occupational Category IV – Professional & Para-Professional Social Services, Education and Related: Group E – General Education, of the government of Guam Classification Plan, with assigned Class Codes of 03.4xx – 03.4xx.

- (D) **The position description:** The Special Education Division, with its expertise in providing special services for students with special needs, officially documents on the official Position Description Form its understanding of the major duties and responsibilities of the Educational Interpreter position. A copy of the Educational Interpreter position description is attached.
- (E) **The proposed pay range and demonstration of compliance with § 6301 (Compensation Policy) of this Title:** The government of Guam's Compensation Policy is administered by the Department of Administration. The Department of Administration uses the Hay Guide Chart-Profile Method for assigning pay grades and determining the relative pay and value of government of Guam positions. To determine the appropriate pay grade for each Educational Interpreter position, the Human Resources Division conducted an evaluation using the Hay Guide Chart-Profile Method - hay points were determined based on the factors of Know-How, Problem Solving, and Accountability. The hay points and proposed pay grades for the positions are as follows: Educational Interpreter I (166 pts = PG-H); Educational Interpreter II (233 pts = PG-J); and Educational Interpreter III (282 pts = PG-K). The current mid-point salary for PG-H is \$33,150.00 p/a; PG-J is \$38,845.00 p/a; and PG-K is \$42,389.00 p/a under the General Pay Plan (GPP). The U.S. National Average (from the U.S. Department of Labor – Bureau of Labor Statistics, May 2014 data) for the interpreter occupation overall is \$49,320.00 p/a (or \$41,922 at 85%) and for elementary and secondary schools is \$41,030.00 p/a (or \$34,875.50 at 85%).
- (F) **A fiscal note as that term is described in 2 GCA § 9101 et seq.; and any other pertinent information.** Section 9101 refers to restrictions on filling unfunded positions. The funding source for this position is anticipated to come from local funds. Current interpreters are school aides who are currently budgeted under local and federal funds. Currently the federal funds received by the Special Education Division is fixed and maximized at the current level of services being provided for students with special needs. Upon establishment of the Educational Interpreter positions, the Special Education Division will be requesting to fill a total of fifteen positions at an approximate budget allocation request of \$641,898.00.

Based on the information given and supporting documents provided, this office requests your approval to create the Educational Interpreter I, II, and III Series of Position. Si Yu'os Ma'ase!

Respectfully,



JON J.P. FERNANDEZ

Attachments

**GUAM EDUCATION BOARD
RESOLUTION NUMBER 2016-03**



Introduced by:

Guam Education Board Members

**RELATIVE TO APPROVING THE CREATION OF POSITION PETITION FOR THE
EDUCATIONAL INTERPRETER I, II, AND III POSITIONS**

WHEREAS, 4 GCA Chapter 6, § 6303(d) Creation of Positions in the Autonomous Agencies and Public Corporations, authorizes the Superintendent to petition for creation of positions within the Department of Education subject to the approval by GEB; and

WHEREAS, 4 GCA Chapter 6, § 6303.1 Transparency and Disclosure, requires the creation of position petition be posted for public review and comments; and

WHEREAS, on October 15, 2015, the Superintendent of Education transmitted to the GEB a petition to create the positions of Educational Interpreter I, II, and III in the classified service; and

WHEREAS, on November 13, 2015, the Personnel Committee of GEB held a work session to review and discuss the Superintendent's petition to create the Educational Interpreter I, II, and III positions; and


WHEREAS, on December 15, 2015, the GEB at its regular meeting unanimously approved the Superintendent's petition to create the Educational Interpreter I, II, and III positions subject to compliance with transparency and disclosure requirements; and

WHEREAS, on January 20, 2016, the Superintendent of Education provided to the GEB information that DOE complied with all administrative requirements pursuant to Public Law 28-112 and 4 GCA Chapter 6, § 6303.1 Transparency and Disclosure for the creation of position, and on that same day the GEB received public comments in support of the creation of position; and


NOW THEREFORE BE IT RESOLVED, that the Guam Education Board approves the Creation of Position Petition submitted to the Board on October 15, 2015 by the Superintendent of Education; and

BE IT FURTHER RESOLVED, that a copy of this Resolution be transmitted to the Director, Department of Administration and to the Legislative Secretary of the 33rd Legislature.

**DULY AND REGULARLY ADOPTED BY THE GUAM EDUCATION BOARD
ON THIS 24th DAY OF FEBRUARY 2016.**



Lourdes B. San Nicolas
Chairwoman, Guam Education Board



Jon J.P. Fernandez
Executive Secretary, Guam Education Board

EDUCATIONAL INTERPRETER I

NATURE OF WORK IN THIS CLASS:

This is entry level sign language educational interpreting work. Employees in this class perform in a developing capacity with increased responsibility for performing a range of educational interpreting assignments. Facilitates communication between deaf, hard-of-hearing and hearing students and staff, by providing sign language interpreting services in academic and extracurricular activities.

Performs duties under the observation of the senior or lead interpreter and/or the direct supervision of the classroom teacher or an administrator.

ILLUSTRATIVE EXAMPLES OF WORK: (These examples do not list all the duties which may be assigned; any one position may not include all the duties listed.)

Provides sign-to-voice and voice-to-sign interpreting for students who are deaf/hard-of-hearing in the various settings of the school environment, to include:

- general education classes, Individualized Educational meetings, meetings with parents, counselors, and administrators;
- general socialization situations while at the library, on fieldtrips, extracurricular or related activities; and team interpreting.

Prepares for classroom work through planning/organization of course materials (familiarity with lesson plans, course content, technical signs, etc.) and consultation with faculty, student, and the educational team as appropriate; obtains or acquires instructional materials with teacher guidance; researches and understands terminology used in an educational setting.

Assesses language of students/consumers and determines linguistic equivalence to determine type of interpretation; evaluates effectiveness of interpretation based on feedback and adjusts interpretation accordingly in order to maintain effective communications.

Reinforces lessons previously taught by the teacher one-on-one with the individual student; monitors deaf/hard of hearing student's behavior in the classroom; assists teacher in the implementation of behavior plans.

Consults and maintains regular contact with faculty and students to establish rapport and explain interpreting services; attends staff/component meetings and maintains communications with other staff members for quality and consistent service; assists in developing and maintaining resources for the deaf and hard of hearing student population; develops and maintains cooperative working relationships within a diverse multicultural environment.

Maintains records of interpreter activity; completes daily activity logs and other documentation as required.

Supports departmental and division-wide quality improvement efforts and projects; engages in professional development efforts.

Abides by the professional standards as delineated in the Educational Interpreter Performance Assessment (EIPA) Guidelines of Professional Conduct and in accordance with applicable local laws, rules and regulations, policies and procedures.

Performs related work as assigned.

MINIMUM KNOWLEDGE, ABILITIES AND SKILLS:

Knowledge of the principles and practices of American Sign Language interpreting.

Knowledge of the procedures, strategies and methods of interpretation and transliteration for facilitating effective unobstructed communications with deaf and hard-of-hearing persons.

Knowledge of the Educational Interpreter Performance Assessment (EIPA) Guidelines of Professional Conduct or equivalent local standards.

Skill in signing and interpreting utilizing correct usage of grammar and vocabulary of English and in such a manner that the meaning is conveyed accurately (no editing, summarizing, adding meaning, or omitting information).

Ability to provide communication access in situations where multiple persons are being served at the same time.

Ability to work effectively with the public and to interact professionally and cooperatively with other employees.

Ability to communicate effectively, orally and in writing, and with a diverse population of individuals.

Ability to maintain records and prepare reports.

MINIMUM EXPERIENCE AND TRAINING:


- (A) Two (2) years and six (6) months of progressively responsible work experience or equivalent in the application of interpreting/transliterating services to persons who are deaf or hard-of-hearing; completion of 15 semester credit hours (SCH) of American Sign Language (ASL) credits from an accredited institution of higher education; and graduation from High School or completion of a General Education Development (GED) Test; or
- (B) Two (2) years of progressively responsible work experience or equivalent in the application of interpreting/transliterating services to persons who are deaf or hard-of-hearing; completion of a Certificate Program in American Sign Language (ASL) from an accredited institution of higher education; and graduation from High School or completion of a General Education Development (GED) Test; and
- (C) Successful completion of a standardized assessment from a recognized Interpreter Certification Agency/Organization (e.g., Boystown, National Association of the Deaf, etc.) or successful completion of a performance evaluation assessment from an accredited or recognized sign language program (e.g., Guam Community College, University of Hawaii, etc.).

ESTABLISHED: February 24, 2016

PAY GRADE/PLAN: H (GPP)

HAY EVALUATION

KNOW HOW:	CI2	115
PROBLEM SOLVING:	B2 (19)	22
ACCOUNTABILITY:	BIII	29
TOTAL POINTS -		166


 JCM J.P. FERNANDEZ
 Superintendent
 Department of Education

EDUCATIONAL INTERPRETER II**NATURE OF WORK IN THIS CLASS:**

This is experienced level sign language educational interpreting work. Employees in this class perform the full range of educational interpreting assignments. Facilitates communication between deaf, hard-of-hearing and hearing students and staff by providing sign language interpreting services in the classroom, at extracurricular activities, and public events.

Performs duties under the direct supervision of the classroom teacher or an administrator.

ILLUSTRATIVE EXAMPLES OF WORK: (These examples do not list all the duties which may be assigned; any one position may not include all the duties listed.)

Provides sign-to-voice and voice-to-sign interpreting for students who are deaf/hard-of-hearing in the various settings of the school environment, to include:

- general education classes, Individualized Educational meetings, meetings with parents, counselors, and administrators;
- general socialization situations while at the library, on fieldtrips, extracurricular or related activities; and
- team interpreting or job coaching.

Prepares for classroom work through advanced planning/organization of course materials (familiarity with lesson plans, course content, technical signs, etc.) and consultation with faculty, student, and the educational team as appropriate; obtains or acquires instructional materials with teacher guidance; researches, understands and is proficient with terminology used in an educational setting.

Assesses language of students/consumers and determines optimal linguistic equivalence to determine type of interpretation; evaluates effectiveness of interpretation based on feedback and adjusts interpretation accordingly in order to maintain effective communication; assists the educational team in problem-solving issues that arise in the interpreting setting.

Reinforces lessons previously taught by the teacher one-on-one with the individual student or in a small group; monitors deaf/hard of hearing student's behavior in the classroom; assists teacher in the implementation of behavior plans.

Consults and maintains regular contact with faculty and students to establish rapport and explain interpreting services; attends staff/component meetings and maintains communications with other staff members for quality and consistent service; assists in developing and maintaining resources for the deaf and hard of hearing student population; develops and maintains cooperative working relationships within a diverse multicultural environment.

Maintains records of interpreter activity; completes daily activity logs and other documentation as required.

Contributes to departmental and division-wide quality improvement efforts and projects; engages in professional development efforts.

Abides by the professional standards as delineated in the Educational Interpreter Performance Assessment (EIPA) Guidelines of Professional Conduct and in accordance with applicable local laws, rules and regulations, policies and procedures.

Performs related work as assigned.

MINIMUM KNOWLEDGE, ABILITIES AND SKILLS:

Knowledge of the principles and practices of American Sign Language interpreting.

Knowledge of the procedures, strategies and methods of interpretation and transliteration for facilitating effective unobstructed communications with deaf and hard-of-hearing persons.

Knowledge of instructional aiding and tutoring for students who are deaf and hard-of-hearing.

Knowledge of the principles and practices of educational psychology, deaf culture, and child growth and development.

Knowledge of the Educational Interpreter Performance Assessment (EIPA) Guidelines of Professional Conduct or equivalent local standards.

Skill in signing and interpreting utilizing correct usage of grammar and vocabulary of English and in such a manner that the meaning is conveyed accurately (no editing, summarizing, adding meaning, or omitting information).

Ability to provide communication access in situations which require interaction in highly technical and specialized fields as well as in more complex interpreting situations where multiple persons are being served at the same time.

Ability to learn other sign systems as may be assigned and/or required by a student's specialized program or Individualized Education Plan (IEP).

Ability to adapt and adjust interpretation to meet the language and cognitive level of the students to facilitate student comprehension and to interpret in a wide range of contexts.

Ability to work effectively with the public and to interact professionally and cooperatively with the educational team and other employees.


Ability to communicate effectively, orally and in writing, and with a diverse population of students.

Ability to maintain records and prepare reports.

MINIMUM EXPERIENCE AND TRAINING:

- (A) Four (4) years of sign language interpreting experience in an *educational setting (PreK-12)* and graduation from an accredited institution of higher education with an Associate's Degree in Sign Language Interpreting or closely related field; and
- (B) Successful completion of an Advanced or Above Average standardized assessment from a recognized Interpreter Certification Agency/Organization (e.g. Boystown, National Association of the Deaf, etc.).

ESTABLISHED:	February 24, 2016	
PAY GRADE/PLAN:	J (GPP)	
<u>HAY EVALUATION</u>		
KNOW HOW:	DI2	152
PROBLEM SOLVING:	C3 (25%)	38
ACCOUNTABILITY:	CIII	43
TOTAL POINTS -		233


 JON J.P. FERNANDEZ
 Superintendent
 Department of Education

EDUCATIONAL INTERPRETER III

NATURE OF WORK IN THIS CLASS:

This is advanced level sign language educational interpreting work. Employees in this class serve as a senior worker and/or as a lead worker. Facilitates communication between deaf, hard-of-hearing and hearing students and staff by consistently performing complex sign language interpreting services and/or reviewing and leading the work of lower-level interpreters.

Performs duties under the direct supervision of an administrator.

ILLUSTRATIVE EXAMPLES OF WORK: (These examples do not list all the duties which may be assigned; any one position may not include all the duties listed.)

Provides sign-to-voice and voice-to-sign interpreting for students who are deaf/hard-of-hearing in the various settings of the school environment, to include:

- general education classes, Individualized Educational meetings, meetings with parents, counselors, and administrators;
- general socialization situations or meetings, hearings, workshops, and other presentations regarding a variety of topics and including advanced vocabulary and theories.; and
- team interpreting or job coaching.

Prepares for classroom work through advanced planning/organization of course materials (familiarity with lesson plans, course content, technical signs, etc.) and consultation with faculty, student, and the educational team as appropriate; obtains or acquires instructional materials with teacher guidance; researches, understands and is proficient with terminology used in all educational settings.

Assesses language of students/consumers and determines optimal linguistic equivalence to determine type of interpretation; evaluates effectiveness of interpretation based on feedback and adjusts interpretation accordingly in order to maintain effective communication; assists the educational team in problem-solving complex issues that arise in the interpreting setting.

Reinforces lessons previously taught by the teacher one-on-one with the individual student or in a small group; monitors deaf/hard of hearing student's behavior in the classroom; assists teacher in the implementation of behavior plans.

Consults and maintains regular contact with faculty and students to establish rapport and explain interpreting services; attends staff/component meetings and maintains communications with other staff members for quality and consistent service; assists in developing and maintaining resources for the deaf and hard of hearing student population; develops and maintains cooperative working relationships within a diverse multicultural environment.

Maintains records of interpreter activity; completes daily activity logs and other documentation as required.

Provides information and presentations to individuals and groups regarding interpreting as a profession and to those interested in using interpreter services.

May observe and lead the work activities of lower-level interpreters; observes work in progress and makes recommendations regarding training suggestions, the effective use of interpreters, and program improvement.

Contributes to departmental and division-wide quality improvement efforts and projects; engages in professional development efforts.

Abides by the professional standards as delineated in the Educational Interpreter Performance Assessment (EIPA) Guidelines of Professional Conduct and in accordance with applicable local laws, rules and regulations, policies and procedures.

Performs related work as assigned.

MINIMUM KNOWLEDGE, ABILITIES AND SKILLS:

Knowledge of the principles and practices of American Sign Language interpreting.

EDUCATIONAL INTERPRETER III

Knowledge of the procedures, strategies and methods of interpretation and transliteration for facilitating effective unobstructed communications with deaf and hard-of-hearing persons.

Knowledge of instructional aiding and tutoring for students who are deaf and hard-of-hearing.

Knowledge of the principles and practices of educational psychology, deaf culture, and child growth and development.

Knowledge of the Educational Interpreter Performance Assessment (EIPA) Guidelines of Professional Conduct or equivalent local standards.

Skill in signing and interpreting utilizing correct usage of grammar and vocabulary of English and in such a manner that the meaning is conveyed accurately (no editing, summarizing, adding meaning, or omitting information).

Ability to provide communication access in situations which require interaction in highly technical and specialized fields as well as in more complex interpreting situations where multiple persons are being served at the same time.

Ability to learn other sign systems as may be assigned and/or required by a student's specialized program or Individualized Education Plan (IEP).

Ability to adapt and adjust interpretation to meet the language and cognitive level of the students to facilitate student comprehension and to interpret in a wide range of contexts.

Ability to provide supplemental instruction when needed to augment primary instruction.

Ability to understand and interpret curriculum from Kindergarten to Advanced Placement Science and Math and Foreign Language classes.

Ability to teach social and communication skills appropriate for participation in mainstream hearing environments and to encourage and facilitate peer communication and socializing between deaf and hearing students in all school settings.

Ability to work effectively with the public and to interact professionally and cooperatively with the educational team and other employees.

Ability to communicate effectively, orally and in writing, and with a diverse population of students.

Ability to maintain records and prepare reports.

MINIMUM EXPERIENCE AND TRAINING:


- (A) Four (4) years of sign language interpreting experience in an *educational setting (Prek-12)* and graduation from an accredited institution of higher education with a Baccalaureate Degree in Sign Language Interpreting or closely related field; **and**
- (B) Successful completion of a Master or Superior standardized assessment from a recognized Interpreter Certification Agency/Organization (e.g. Boystown, National Association of the Deaf, etc.).

ESTABLISHED: February 24, 2016

PAY GRADE/PLAN: K (GPP)

HAY EVALUATION

KNOW HOW:	E12	175
PROBLEM SOLVING:	D3 (29%)	50
ACCOUNTABILITY:	DIII	57
TOTAL POINTS -		282


 JON J. P. FERNANDEZ
 Superintendent
 Department of Education